

DOINGWHATWORKS



Presentation

FULL DETAILS AND TRANSCRIPT

Meeting All Student Needs Through Wraparound Services

Foxfire Center for Student Success, Ohio • January 2009

Topic: Dropout Prevention

Practice: Social/Behavior Programs

Highlights

- Foxfire High School serves an alternative education population.
- The staff provides embedded wraparound services designed to meet the social, physical, behavioral, emotional, and academic needs of students.
- The school community works with outside agencies to provide programs such as alcohol and drug prevention and nutrition and wellness classes to meet the special needs of students.

About the Site

Foxfire Center for Student Success

Zanesville, OH

Demographics

75% White

17% Other

9% Black

47% Free or Reduced-Price Lunch

20% Special Education

Foxfire Center for Student Success is an alternative high school in Zanesville, Ohio. It serves as a dropout recovery school for students from the local and surrounding districts.

The school provides:

- Ongoing monitoring of student interventions and immediate adjustments in these interventions if needed
- Invisible mentoring for all students
- Extensive academic supports for credit recovery through project-based learning
- Wraparound services with an on-site community health nurse
- Small, personalized classes
- Instruction that is relevant and provides opportunities for students to work in the community

Full Transcript

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Welcome to Meeting All Student Needs Through Wraparound Services.

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Hi, my name is Susan Barker. I'm the student services coordinator for Foxfire Center for Student Success; it's in Zanesville, Ohio.

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Foxfire serves an alternative education population. These are kids that have challenges—physical, emotional, social, behavioral, and in order to meet these needs, Foxfire has developed a special program. They provide embedded wraparound services. Now this means that all those needs—social, physical, behavioral, emotional, and academic—are met by a team.

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This team consists of a law enforcement officer, a social worker—a social worker who's specially trained to work with these kids, a public health nurse. And this teachers' team also includes the teachers, the administrators, the student support people, the secretaries, the custodian, the board members. Everybody

that is part of that school, or associated with that school at all, helps with these kids because the key to working with these kids is not only knowledge about academics and the social and behavioral piece, but the key is relationships and building relationships with the kids.

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The relationships piece is so big with these kids. If they don't trust you and they don't believe that you are sincerely trying to help them, they won't do anything. The staff and the board and all the people that go into Foxfire to work with these kids understand that and truly are committed and caring about these kids. The kids know it and they respond in very positive ways.

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The staff and the board and the community members provide all kinds of specific programs to meet the special needs of these kids. They have classes on sexually transmitted diseases; they have classes on alcohol and drug prevention. There is a huge wellness component in this school. The staff and the kids take part in a wellness program that deals with weight loss and nutrition.

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There are community connections with services also. There's a care team, which is a multidisciplinary team made up of lots of agencies in the county. When the school has determined the needs of the kids, they take the kids to the care team, and the care team works with all these community agencies to meet the needs of the kids and their families. It might be finding a place to live; it might be helping with heating bills; it might be transporting the student to the doctor, all those kinds of needs. They are coordinated, of course, by the single point of contact in the school and that is the school social worker.

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A neighborhood church provides lots of support for Foxfire. They have meetings there. The graduation ceremonies were held there. The minister is on the board and teaches an ethics class; it's one of their favorite classes. They also receive food from an Appalachian food network. They have made as many linkages as they can to make this work and meet all these needs for the kids.

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Foxfire's purpose is to help these kids get to the nitty-gritty of the causes of these behaviors and these academic challenges. So the staff does very intensive academic, social, behavioral, and physical assessments as soon as the kids hit the door. Then they develop an independent or individual plan for each child.

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The teachers, the administrators, the counselor, and the nurse all work on these programs, and they let the kids know, "This is what you are supposed to be doing. This is what we are working on." It's not done in isolation. The student knows what they're working on and the goals, and they have input into how they get to these goals.

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When you are working with the kind of kids that come to Foxfire and the kind of kids that need these alternative methodologies, you have to meet all of their needs. Just the academic piece doesn't work for these kids. In order for them to succeed, in order for them to graduate, and really more importantly, to succeed in life, you have to provide these wraparound services. These services enable the kids to become well, not only emotionally but physically and behaviorally. They help the kids get along with other people, give them the skills in life to work with others.

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The kids that come to Foxfire, any child in any alternative school, needs these wraparound services in order to not only graduate but to meet success in life.

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To learn more about meeting all student needs through wraparound services, please explore the additional resources on the Doing What Works website.